

**CONNECTICUT COMMUNITY COLLEGES**  
**Discipline Review**  
**SELF-STUDY REPORT**

Discipline evaluation is part of the institution's overall planning process. It systematically reviews the achievement of a discipline's purpose and goals.

**College** Quinebaug Valley Community College  
**Discipline:** English  
**Report Prepared by:** College Discipline Members

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## CONNECTICUT COMMUNITY COLLEGES

### Quinebaug Valley Community College Mission Statement

Quinebaug Valley Community College provides innovative educational, social, and cultural opportunities in a welcoming and supportive environment. We improve the quality of life in Northeastern Connecticut by engaging learners in the classroom, developing leaders in the workplace, and creating partners in the community.

**CONNECTICUT COMMUNITY COLLEGES  
DISCIPLINE REVIEW**

**CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS**

**I. DISCIPLINE MISSION**

***I.1 Mission Statement***

- I.1a. Discipline establishes mission and goals that are derived from and in support of the mission of the institution. (NEASC 1.3, 4.2)
- I.1b. Planning guides continuous discipline improvement. (NEASC 2.2, 4.4)
- I.1c. Discipline complements/supports enrollment in other college programs.

**II. DISCIPLINE DESIGN**

***II.1 Curriculum***

- II.1a. Curriculum is directly related and appropriate to the purpose and goals of the institution. (NEASC 4.1)
- II.1b. Learning outcomes and skill standards required by the workforce/transfer institutions are documented. (NEASC 4.3, 4.18)

***II.2 Linkages, External Agreements and Affiliations***

- II.2a. Disciplines have external agreements with schools and universities.

***II.3 Instruction***

- II.3a. Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 10.1)
- II.3b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 4.29)
- II.3c. Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 4.29)
- II.3d. Instructional methodologies support nontraditional delivery.

**III. DISCIPLINE OUTCOMES**

***III.1 Identification of students in the discipline***

- III.1a. Student enrollments in discipline courses is adequate.

***III.2 Student Completion***

- III.2a. Course completion rates demonstrate discipline need and discipline effectiveness.
- III.2b. Students progress satisfactorily to upper-level courses.

***III.3 Customer Satisfaction***

- III.3a. Disciplines measure and document student satisfaction.

**IV. DISCIPLINE RESOURCES**

***IV.1 Faculty***

- IV.1a. The number of faculty is adequate to support the discipline. (NEASC 4.2)
- IV.1b. Faculty meet competency requirements for teaching in the discipline area. (NEASC 5.2)
- IV.1c. Disciplines provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 4.31)  
Full-time discipline faculty participate in professional development activities each year. (NEASC 5.12)

***IV.2 Budget Adequacy***

- IV.2a. Budget is adequate to support the discipline. (NEASC 4.2, 9.1)

## V. DISCIPLINE SUPPORT SERVICES

### V.1 *Library and Other Learning Resources*

- V.1a. Students and faculty are provided convenient, effective access to the library and other learning resources needed in their discipline. **(NEASC 7.1, 7.2)**
- V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. **(NEASC 7.2)**
- V.1c. The institution provides appropriate orientation and training for use of these resources. **(NEASC 7.4)**

### V.2 *Instructional Support*

- V.2a. Facilities, equipment, and institutional support services meet current technology standards and are adequate to support the discipline. **(NEASC 8.1)**

### V.3 *Information/Educational Technology Resources and Systems*

- V.3a. Information technology resources support disciplines at the appropriate levels.

### V.4 *Student Development Services*

- V.4a. Student development services support student success. **(NEASC 6.1)**

### V.5 *Advisory Committee*

- V.5a. Department/discipline Advisory committee membership reflects diversity of the community.
- V.5b. Department/discipline Advisory Committee meets at least once a year, maintains written minutes in appropriate format reflecting industry involvement, advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the discipline.

## Discipline Review

### STRENGTHS IDENTIFIED BY DISCIPLINE FACULTY MEMBERS

#### List and comment on the major strengths of the discipline at the college.

Given the current 4-course load, the English department has enough full-time permanent staff members to manage effective teaching and administration of the department. There is release time for a chair to coordinate the department internally and in relation to the rest of the institution.

The English faculty is dedicated to student success. Reliance on adjuncts has been reduced, improving the ability to address student concerns beyond the classroom, although all current English adjuncts are skilled and dedicated instructors. Three full-time English faculty members have doctorates, including one recently awarded, and one member has recently earned a second Master's degree.

Full- and part-time faculty in English participate in a wealth of professional development activities and maintain good connections in the field, so the department keeps abreast of current research and practices. The college has recently reinstated budgetary allocations for professional memberships. English adjuncts are actively involved in Center for Teaching and other development activities.

English faculty members continually provide academic support for students outside the English classroom, to include recruitment and training of peer tutors and the use of e-tutoring. The English faculty has engaged well with the new Developmental Education Specialist and Retention Specialist, as well as with the enhanced work of the Student Success Center in Danielson and student support services in Willimantic, so as to provide support for students outside the instructional context, which is essential for the many at-risk students who take developmental and first year English courses.

The English faculty has been central in developing the college-wide assessment plan and longitudinal study. All full- and part-time English faculty members participate in reading and writing assessment that focuses on the transfer of skills throughout the curriculum. English faculty members have mapped courses in all degree programs toward establishing writing and research objectives for graduating students.

English courses transfer well to receiving institutions, and regular curriculum planning continues to serve transfer goals. The chair of English is involved in the Transfer Articulation Policy taking place among all institutions of the Board of Regents system, to ensure that QVCC's interests are represented concerning English courses and that TAP is implemented in English offerings at QVCC. Another full-time faculty member is engaged with the Connecticut Coalition of English Teachers, which coordinates various curricular and instructional concerns among the Connecticut community colleges.

The English department has substantially redesigned its developmental curriculum, primarily to comply with Public Act 12-40, the recent legislation governing developmental education. An English faculty member serves on the statewide committee that addresses the implementation of the Act. The main additions are two 6-credit courses at the basic developmental and first-year levels, respectively ENG\*096 and ENG\*101S. These courses embed support for individual students and engage students through computer technology in a lab setting. Another aspect of the developmental initiative is the evolving Transitional Strategies program, for the most under-prepared students.

The college has made progress toward dedicating a computer room for English labs and to open up additional lab space. Besides at the developmental level, the English department continues to expand educational technology in online and/or hybrid courses offered in all semesters and sessions.

The department now maintains a web page, which includes a new Developmental English Newsletter and an annual journal of student literary and artistic work, Hybrid (both of which are also produced in hard copy).

The department continues to offer a wealth of cultural programming to the college community, funded through the departmental budget.

Elective English courses in literature have been expanded, and creative writing offerings have increased, with highly competent instructors teaching all these courses.

## Discipline Review

### CONCERNS IDENTIFIED BY DISCIPLINE FACULTY MEMBERS

List and comment on the major concerns or needs for the discipline at the college.

The 4 course full-time load per semester must remain secure. As it is the maximum supportable by the department for operating well and serving students effectively, any increase would have a severe impact.

Additional release time is required for the department to manage important projects mandated by PA12-40 and regional exigencies, such as the high school partnership program. Moreover, operating the developmental English area effectively requires release time for a Developmental English coordinator from within the department, besides the release time for the department chair. Transitional Strategies programming in particular cannot adequately operate without this release time.

The English department budget is inadequate for funding all necessary professional memberships, for continuing the department's cultural programming, and for increases due to PA12-40 requirements. Moreover, the budget never increased when the department expanded from 4 to 5 full-time members.

Additional computer lab space will be needed as more sections of ENG\*096 and ENG\*101S are added to the schedule, both in Danielson and Willimantic, and a dedicated English lab area would be highly beneficial for support of students in all English courses.

Funding for English tutoring support remains highly inadequate. The Learning Center remains understaffed, and the English department does not have the resources necessary for adding tutor support directly into developmental courses and ENG\*101S, the embedded-support version of English 101.

While the department has completed a thorough restructuring of developmental and first-year coursework in compliance with PA12-40, there is continuing uncertainty about the Act's implications, as it continues to be discussed and implemented at the state level. Even without changes in requirements, implementation of PA12-40 at QVCC will continue to involve modifications and clarifications to curriculum, adjustments of technology and embedded support, and other changes, as the department assesses student performance in the new courses.

While the English course sequence has been modified with some regularity, there remains a need to address a deficiency in writing and research instruction in the curriculum beyond ENG\*101, to establish a two-semester college level sequence and/or embed writing more effectively in all program curricula. The exigencies of TAP, however, continue to create uncertainty about how to approach this situation.

While increased advising support and the new Retention Specialist and Developmental Education Specialist have improved student support in areas outside the instructional context, support in these areas remains a major concern for students in English courses, many of whom are at-risk (particularly at the developmental and first-year levels).

Because students often enroll for the next semester before the current semester is finished, some who fail to satisfactorily complete prerequisites are nevertheless able to take the subsequent courses. While the new Developmental Education Specialist monitors most students' progress through the developmental sequence and works to contact students for proper placement, there is no technical procedure in place at the college to catch these kinds of errors for all courses.

The English department has not been consulted regarding the development of dual-enrollment programming with area high schools, and the department will require resources—including release time—to engage adequately in such development.

## Discipline Review

### RECOMMENDATIONS BY DISCIPLINE FACULTY MEMBERS

List and prioritize the college's recommendations for improving the discipline (addressing identified concerns).

Reference Standard	Recommendation
IV.1a	An English faculty member should be appointed to the position of Coordinator of Developmental English, with release time, and releases will be necessary to operate high school partnership and dual-enrollment programming, as well as any increased efforts at assessment.
IV.1a	The current 4-course load per semester must be maintained.
II.1a, IV.2a	Budget increases are needed, particularly to support professional memberships for full-time faculty members and to support the department's cultural programming for the college community; also, the budget remains structured for only 4 full-time faculty members, not the 5 on staff.
II.3b, V.3a	Additional computer lab space will be needed as more sections of ENG*096 and ENG*101S are added to the schedule, both in Danielson and Willimantic, and a dedicated English lab area is needed to support students in all English courses.
V.2b, V.4a	English tutoring support needs to be increased substantially. Course-embedded support is working well where it is used; increasing such support across the discipline would be highly beneficial for most students taking English at the college.
II.1a, IV.1a	Continue to monitor and modify the English course sequence, particularly developmental and first-year coursework (to comply with PA12-40 amid continuing implementation), with modifications and clarifications to curriculum, adjustments of technology and embedded support, and other changes, as the department assesses student performance in the new courses. Also, an English faculty member should be appointed to the position of Coordinator of Developmental English, with release time.
II.2a, IV.1a	Add release time for high school partnership and dual-enrollment programming.
II.1b, IV.1a	Continue to participate in the development of the college's assessment plan; also, adopt English faculty release time for enhanced assessment of writing and literacy skills across the disciplines.
I.1c	Given the exigencies of TAP, continue to provide support for courses outside the English department, considering the development of required writing courses beyond ENG*101 and continuing to pursue Writing Across the Curriculum initiatives.
IV.2c	Increase funding for faculty professional memberships.
III.2a	Maintain efforts to retain students in the discipline and thereby at the college, particularly students in developmental and other first-year English courses.
II.3b	Continue the current practice of adopting and developing new educational technology, to include expanding online and hybrid offerings.
III.2b	Press for a technical way for the college to ensure prerequisites are met.

## CONNECTICUT COMMUNITY COLLEGES DISCIPLINE REVIEW

### I. CRITICAL SUCCESS INDICATOR: DISCIPLINE MISSION

#### I.1 MEASURE: MISSION STATEMENT

**I.1a STANDARD:** Disciplines establish mission and goals that are derived from and support the mission of the institution. (NEASC 1.3, 4.2)

- Does the discipline have a mission statement?

No

*Recommendations:* No action—course goals and General Education Outcomes are adequate for the purposes of articulating the mission of the discipline (see standard immediately below).

#### I.1b STANDARD: Planning guides continuous discipline improvement. (NEASC 2.2, 4.4)

- Describe the discipline's participation in the institution's planning process.

English courses and curriculum are planned and conducted within the Academic Affairs Division, and in that operational context the planning functions within the institution's planning. Planning occurs mainly in consultation with the Dean and other officials of the Academic Affairs division, as well as with faculty members in the disciplines and programs served by English.

- Who participates in the planning process? Explain their roles.

Constituent	Role
Faculty members in various disciplines, Dean, support staff	In faculty and departmental meetings, as well as in more or less regular but informal discussions with English faculty members, to influence course content, new course development, and transfer of skills in subsequent courses.
Current and former students	Feedback in student evaluations and anecdotal contexts concerning course content, faculty support, transfer of skills, and other matters.

- What are the measurable goals and objectives of the discipline?

The primary goals and objectives of the discipline are expressed as the following three General Education Outcomes of the college:
Competently and effectively produce, interpret, question, and analyze written text, oral messages, and multi-media presentations to satisfy a variety of contexts and needs.
Effectively search for and obtain appropriate information through both traditional and electronic media, and evaluate information for accuracy, perspective, and utility.
Recognize and appreciate the diversity of human behaviors and cultures as they relate to individual development and group interaction, including key issues of age, class, disability, ethnicity, gender, race, religion, and sexual orientation.

*See course records for goals pertinent to specific courses.  
See attached developmental and composition course sequence.*

*Recommendations:* Through planning efforts, continue to support the goals expressed above.

#### I.1c. Standard: Discipline complements/supports enrollment in other college programs.

- How does the discipline complement/support enrollment in other college programs?



Courses in the English department support courses across the institution that involve writing and literacy. Many courses in various disciplines reflect this by listing English courses as prerequisites. Also, several English courses—most notably ENG\*101 Composition—are key for the college's General Education Requirements, and moreover some courses (particularly ENG\*102 Literature and Composition, ENG\*114 Children's Literature, and ENG\*202 Technical Writing) are essential to specific degree programs beyond their contribution to the programs' GERs.

*Recommendations:* Subject to exigencies of the Board of Regents Transfer Articulation Policy, continue to provide support for courses outside the English department, considering the development of required writing courses beyond ENG\*101 and continuing to pursue Writing Across the Curriculum initiatives.

## II. CRITICAL SUCCESS INDICATOR: DISCIPLINE DESIGN

### II.1 MEASURE: CURRICULUM

**II.1a STANDARD:** Curriculum is directly related and appropriate to the purpose and goals of the institution. (NEASC 4.1)

#### Course Enrollment Trends

Course	Sm13	F13	W13	Sp14	Sm14	F14	W14	Sp15
ENG*073 Academic Reading	0	105	0	20	0	0	0	0
ENG*086 Fundamentals of Writing	0	89	0	20	0	18	0	0
ENG*093 Intro to College Reading & Wrtnng	0	91	0	80	0	83	0	41
ENG*096 Intro to College Comp (prev 066)	0	18	0	30	0	104	0	64
ENG*101S Comp w/Embed Spt (prev 198)	0	24	0	31	0	36	0	44
ENG*101 Composition	13	318	0	213	0	277	0	209
ENG*102 Literature and Composition	13	94	0	105	16	95	0	105
ENG*114 Children's Literature	21	0	0	13	20	13	0	14
ENG*145 Western Literature	0	0	0	0	0	0	0	0
ENG*202 Technical Writing	0	0	0	19	0	0	0	23
ENG*212 Crime and Detective Fiction	0	0	0	0	0	25	19	0
ENG*214 Drama	0	0	0	11	0	0	0	0
ENG*223 Contemporary American Lit	0	0	0	0	0	0	0	24
ENG*225 19th Century American Literature	0	0	0	0	0	0	0	0
ENG*255 Black Literature Worldwide	0	0	0	0	0	0	0	0
ENG*262 Women in Literature	0	24	0	0	0	0	0	0
ENG*275 Biblical and Classical Literature	0	0	0	0	0	0	0	0
ENG*281 Creative Writing	0	23	0	20	0	19	0	17
ENG*282 Creative Writing: Poetry	0	0	0	0	0	0	0	0
ENG*283 Creative Writing: Fiction	0	0	0	0	0	0	0	0

1. What process is in place to evaluate the continued offering of low enrollment courses?

Consultation among the English faculty members and the Academic Dean's office at the time of developing the schedule for subsequent semesters. The process involves analyzing trends and projecting into future semesters.

2. How often are catalog descriptions of courses in the discipline reviewed for currency?

Whenever any change to a course is made.

*See the current college catalog.*

3. How reasonable are course prerequisites?

Prerequisites and placement procedures are well planned and entirely reasonable.

4. How consistent are courses offered on multiple campuses in content and required skills level?  
Fully consistent, as verified by faculty members teaching in both Danielson and Willimantic.
5. To what extent is the curriculum designed to consider the institutions to which students in the discipline transfer?  
Faculty members have taught at various institutions in the region and across the country that offer similar courses and curricula, and full-time faculty members are highly conversant with both transfer articulation and with current standards for English courses in higher education broadly.
6. Are students who complete courses in nontraditional formats required to acquire comparable levels of knowledge and competencies as in traditional format courses?  
Yes.
7. How well defined is the process by which course curriculum is developed and reviewed?  
Very well. Members of the discipline consult with each other, then courses follow an approval procedure established and maintained by the Academic Affairs Division and overseen by the Academic Senate.
8. To what extent is information from outside sources used, such as comparison of syllabi from transfer institutions?  
Common courses among the Connecticut community colleges are always checked, as is information (including syllabi) concerning relevant courses at receiving institutions.
9. Are procedures in place to ensure that course content is up to date and appropriate for the level and goals of each course in the discipline?  
Yes. Parity is maintained by several means, including contacts with faculty members at other institutions and the experience of current English faculty members who have taught at other institutions, as well as participation at conferences and in other ways through professional organizations. However, the departmental budget is insufficient in its support for continuing professional contacts outside the institution.
10. To what extent does the curriculum identify the minimum skills necessary for each course in the discipline?  
The skills at each level of the discipline are regularly monitored for transferability to other discipline courses, and listed course objectives clarify the required skills.
11. Is an adequate process (assessment and/or developmental course work) in place to assure that students enrolled can successfully complete discipline course work?  
Yes; there is a well-defined and regularly monitored sequence, which has recently been modified.
12. Is there an adequate process in place for review of textbooks?  
Yes. Faculty members regularly examine available texts, consult with each other and with students, and make decisions about adopting texts.
13. To what extent do course objectives demonstrate how each of the general education objectives are incorporated into the curriculum content? *Provide course records as evidence.*  
Course and general education objectives match well; see the appended course records and the General Education Outcomes listed under Standard I above.
14. Are discipline courses scheduled to meet the needs of day and evening students?  
Yes

**See the attached course records, sequence of writing courses, schedule of courses, and reports concerning developmental courses and English curriculum redesign and assessment.**

*Recommendations:* Continue to monitor and modify the English course sequence, particularly developmental and first-year coursework (to comply with Public Act 12-40 amid continuing implementation), with modifications and clarifications to curriculum, adjustments of technology and embedded support, and other changes, as the department assesses student performance, particularly in the new courses. Also, increase the departmental budget to ensure faculty members' access to journals and other necessary participation in their professional organizations.

**II.1b STANDARD: Learning outcomes and skill standards required by the workforce/transfer institutions are documented. (NEASC 4.3, 4.18)**

1. List the competencies that students who complete the discipline are expected to have.

See course records for specific competencies, particularly the record for ENG\*101, which serves all degree programs at the college.

2. How are these competencies verified (e.g. tests, portfolios, capstone course, course by course, other forms of assessment)?

Course by course.

3. How has the department used results of assessment? What changes have been made to the discipline as a result of the assessment?

Particularly concerning the developmental course sequence moving into ENG\*101, assignments have been modified and various modes of instruction altered. For example, significant adjustments have been made semester by semester in the information literacy component of all developmental courses.

4. How does the discipline assess student learning (comprehensive exams, portfolios, special projects, and special assignments)?

Only through course by course assessment.

**See link to college assessment information and the attached report concerning English curriculum redesign and the assessment thereof.**

*Recommendations:* Continue to participate in the development of the college's assessment plan; also, adopt English faculty release time for enhanced assessment of writing and literacy skills across the disciplines.

**II.2 MEASURE: LINKAGES, EXTERNAL AGREEMENTS AND AFFILIATIONS**

**II.2a STANDARD: Disciplines have external agreements with schools and universities.**

Which of the following linkages and agreements are in place for the discipline?

- X Advanced placement
- X Course articulation (w/secondary schools)
- X Course transfer (w/colleges and universities)
- X Credit by exam
- X Credit for work experience
- X Dual credit/college option
- Tech Prep

What role do faculty members in the discipline play in grants development?

None

*Recommendations:* Add release time for high school partnership and dual-enrollment programming.

**II.3 MEASURE: INSTRUCTION**  
**II.3a STANDARD: Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 10.1)**

1. Are written course objectives available for all discipline courses?

Yes

*See course records.*

2. Are these documents informative, thorough, accurate and reflective of current standards?

Yes

3. How are these materials developed?

English faculty members collaborate in the development of course proposals and modifications, consulting as needed with faculty members in programs and courses served by English courses and with other relevant college staff members, as well as with appropriate English faculty members, transfer officials, and others outside the institution.

4. Who evaluates these materials?

Course proposals and changes follow explicit procedures, including review by the Curriculum, Instruction, and Planning committee and the college's Executive Board—both of which are staffed by elected faculty members and other staff members—with final approval by the Academic Senate and the Dean of Academic Affairs.

5. Indicate date(s) and nature of most recent revision of the course outlines and objectives:

Discipline Specific Course	Date Revised	Nature of Revisions
ENG*073 Academic Reading	Spring 2014	Course archived; removed from devel sequence
ENG*096 Introduction to College Composition	Spring 2014	New course; revises developmental sequence
ENG*101S Composition with Embedded Support	Spring 2014	New course; revises developmental sequence
ENG*212 Crime and Detective Fiction	Spring 2014	Reinstated course from archive

**II.3b STANDARD: Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 4.29)**

1. Describe methods of instruction that are used in the discipline.

Standard English course procedures: students respond to assigned readings in writing and through class (or online) discussion; they write in response to the readings, their experiences, the discussions, and research; they participate in team activities, sometimes evaluating each other's work; and when appropriate, they take quizzes and exams.

2. Do instructional methodologies use available technology?

Yes. Various technologies are used across the courses, including most of the currently available kinds of electronic pedagogical information technologies. Particularly important is the use of computer labs for embedded support in the new courses of the developmental and first-year composition sequence.

3. Indicate recently implemented innovations in instructional methodology or use of technology:

Course	Innovation	Date
ENG*096 Introduction to College Composition	Embedded computer lab support	Spring 2014
ENG*101S Composition with Embedded Support	Embedded computer lab support	Spring 2014
ENG*102 Literature and Composition	Hybrid format	Fall 2010

1. Does the discipline curriculum require a dedicated lab?

Yes

*Recommendations:* Additional computer lab space will be needed as more sections of ENG\*096 and ENG\*101S are added to the schedule, both in Danielson and Willimantic, and a dedicated English lab area is needed to support students in all English courses.

**II.3c STANDARD: Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 4.29)**

1. What means does the college use to evaluate instruction in the discipline?

- Assessment of performance of students in subsequent courses
- Assessment of performance of students in transfer institutions
- Departmental tests
- X Peer review
- X Sampling of opinions of former students
- Standardized tests and comprehensive exams
- X Student evaluation of instruction
- X Supervisor review

2. Describe how evaluation results are used to improve instruction in the department.

According to the Faculty Development and Review Plan established at the state level.

*Recommendations:* Maintain current practices.

**II.3d STANDARD: Instructional methodologies support nontraditional delivery.**

1. Indicate and describe offerings at the college in the discipline through nontraditional formats.

Nontraditional Format	Description Of Offerings
X Computer-Aided Instruction, in general	Various methods in various courses
X Distance Education	Using Blackboard Learn
	Dual Credit
X Embedded Classroom Support	For both major new courses in the devel to comp sequence
	Flex Entry
X Independent Study	Only when necessary for a particular student's circumstances
X Summer and Winter Intersession Courses	Accelerated schedule (of varying lengths as compared to regular semesters)
	Project-Based Assignments
X Second Start	As per Academic Affairs Division policy
	Weekend College

2. How does the discipline at the college participate in the college honors program?

There are no honors courses. The small size of the college continues to make such offerings problematic, as they would inevitably restrict the already limited scheduling options for many students.

3. Describe the discipline's participation in continuing education and contract training at the college.

N/A

4. Does the department use business as a resource to expand nontraditional format learning opportunities in the discipline?

Only tangentially and occasionally, through the Technical Writing course.

*Recommendations:* Maintain current practices.

### III. CRITICAL SUCCESS INDICATOR: DISCIPLINE OUTCOMES

#### III.1 MEASURE: IDENTIFICATION OF STUDENTS IN THE DISCIPLINE

III.1a STANDARD: Student enrollment in discipline courses is adequate.

Academic Year	Total Number of Students Taking Classes in the Discipline
2013-2014	1055 (Sum 13, Fall 13, Winter 13, Spr 14)
2014-2015	1018 (Sum 14, Fall 14, Winter 14, Spr 15)

1. Is the number of students taking courses in the discipline adequate?

Yes

*Recommendations:* Maintain status quo.

#### III.2 MEASURE: STUDENT COMPLETION

III.2a STANDARD: Course completion rates demonstrate discipline need and discipline effectiveness.

1. Does enrollment history reflect discipline need? *Document by completing the table below.*

Yes

	Fall Semester	Spring Semester	Academic Year Total
Academic Year	Number of sections	Number of sections	Sections total
2011-12	40	34	74
2012-13	37	33	70
2013-14	39	33	72
2014-15	34	31	65

1. What efforts are in place to improve retention?

Various: Continual adaptation of modes of instruction, outreach to students having difficulty, efforts to improve Learning Center support, efforts to improve student access to information about financial aid and about programs of study, and improvements to academic advising and career guidance, all of which English faculty members have participated in. Full-time faculty members in the discipline have been hired for their expertise in and aptitude for working with struggling students, in the developmental area particularly. The college's Retention Specialist plays a key role in all retention efforts, and members of the English faculty work with this specialist, the Developmental Education Specialist, and other staff members directly concerned with student success and barriers thereto.

*Recommendations:* Maintain efforts to retain students in the discipline and thereby at the college, particularly developmental and other first-year students.

III.2b STANDARD: Students progress satisfactorily to upper-level courses.

1. Are students at the college placed correctly in classes in the discipline?

Normally, yes. However, it is possible for students to advance to courses they are not prepared for, since they must register for the next semester before the end of the current semester. Short of a laborious sifting of records, the college has no technical way of catching students who do not satisfactorily complete a prerequisite course. This is a problem with the state's Banner software.

2. What barriers do students in the discipline experience in progressing to upper-level courses in the same discipline?

a) at the college

Personal issues as well as matters of academic aptitude and ability.

b) at transfer institutions

Information not available.

*Recommendations:* Press for a technical way for the college to ensure prerequisites are met.

**III.3 MEASURE: CUSTOMER SATISFACTION**

**III.3a STANDARD:** Disciplines measure and document student satisfaction.

1. **Student Survey:** Measurement of student satisfaction is based on at least two (2) of the following:

- X Graduate and completer survey (includes employment /placement rates)  
Focus groups  
Non-returned survey
- X Community College Survey of Student Engagement (CCSSE)
- X Student course evaluations

Summarize student ratings based on measurements used by the discipline (may include interviews with students).

The information is highly complex, but in general, students give high ratings for instructors' ability to engage them in their work, whereas responses to other questionnaire items are mixed—for example, the question concerning how work is assessed. These trends reflect typical student reactions to English courses at other institutions. The assessment question, in particular, indicates typically the difficulty of grasping essential course material by those students who struggle the most to accomplish the assignments, since they have difficulty recognizing objective standards in assessment.

*See college student survey documentation.*

*Recommendations:* Maintain status quo.

**IV. CRITICAL SUCCESS INDICATOR: DISCIPLINE RESOURCES**

**IV.1 MEASURE: FACULTY**

**IV.1a STANDARD:** The number of full-time faculty is adequate to provide effective teaching, advising and scholarly or creative activity. (NEASC 4.2)

1. The following information for the discipline concerns Fall 2014:

No. Sections Taught by FT Faculty			No. Sections Taught by PT Faculty			Percent Sections Taught by FT Faculty		
Day	Evening	Online/ Hybrid	Day	Evening	Online/ Hybrid	Day	Evening	Online/ Hybrid
10	2	2	12	6	2	45	25	50

1. Are available full-time faculty members adequate to support the discipline?

Yes.

2. Is there at least one full-time faculty member with primary teaching assignment in the discipline area?

Yes

3. Is the department chair a faculty member in this discipline?

Yes

4. Is release time assigned and is it adequate for the department chair to administer the discipline?

Yes

5. Is administrative support adequate for assisting the department chair/academic coordinator? (e.g. clerical support, college-level and system-level administration support)

Yes

6. What role do faculty members play in academic advisement?

Contractually, faculty members are the primary advisors.

7. How are faculty members made familiar with degree requirements, core curriculum, etc., so that they can better advise students?

The head of the Student Success Center develops initiatives to familiarize the faculty, and there is good communication among faculty in the Academic Affairs division regarding General Education Requirements and many program requirements.

8. How are faculty members in the discipline involved with student organizations and college extracurricular activities at the college?

The faculty members in English are all involved in various such activities of their choosing, and the involvement serves as part of their contractual additional responsibilities.

**See attached additional responsibilities reports for full-time faculty members.**

*Recommendations:* The current 4-course load per semester must be maintained. Also, an English faculty member should be appointed to the position of Coordinator of Developmental English, with release time, and releases will be necessary to operate high school partnership and dual-enrollment programming, as well as any increased efforts at assessment.

**IV.1b STANDARD: Faculty meets competency requirements for teaching in the discipline area. (NEASC 5.2)**

1. Supply the information requested below for all full-time and part-time faculty teaching in the discipline in the current semester.

**See attached faculty roster.**

1. Do all discipline faculty meet the requirements for teaching in the discipline area?

Yes

*Recommendations:* Maintain status quo.



**IV.1c STANDARD:** Disciplines provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 4.31)

Full-time discipline faculty members participate in professional development activities each year. (NEASC 5.12)

1. Did each full-time faculty member in the discipline participate in a professional development activity during the past year?

Yes

See additional responsibilities reports.

2. Do part-time faculty in the discipline have access to professional development activities?

Yes

3. Are adequate opportunities and resources made available for faculty professional development needs?

Yes in general, but more funding is necessary for maintaining professional memberships.

*Recommendations:* Continue faculty professional development activities; increase funding for professional memberships.

**IV.2 MEASURE: BUDGET ADEQUACY**

**IV.2a STANDARD:** Budget is adequate to support the discipline. (NEASC 4.2, 9.1)

1. Discipline budgets for the current year:

Developmental English	\$1170
College-level English and related functions, including cultural programming	\$3132.29

1. Is the discipline budget adequate to meet discipline needs?

No

*Recommendations:* Increases are needed, particularly to support professional memberships for full-time faculty members and to support the department's cultural programming for the college community; also, the budget remains structured for only 4 full-time faculty members, not the 5 on staff.

**V. CRITICAL SUCCESS INDICATOR: DISCIPLINE SUPPORT SERVICES**

**V.1 MEASURE: LIBRARY AND OTHER LEARNING RESOURCES**

**V.1a STANDARD:** Students and faculty are provided convenient, effective access to library and other learning resources needed in their courses. (NEASC 7.1, 7.2)

1. Indicate library resources that are needed to support students in the discipline and the current level of access to those resources:

	Student Level of Access		Faculty Level of Access	
	<i>Adequate</i>	<i>Inadequate</i>	<i>Adequate</i>	<i>Inadequate</i>
Electronic catalog	X		X	
Serials listing	X		X	
Closed reserve listing	X		X	
Internet access	X		X	
Remote access	X		X	
Interlibrary loan	X		X	

Recommendations: Maintain status quo.

**V.1b STANDARD:** Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. (NEASC 7.2)

	<u>Student Level of Access</u>		<u>Faculty Level of Access</u>	
	<u>Adequate</u>	<u>Inadequate</u>	<u>Adequate</u>	<u>Inadequate</u>
<b>1. <u>Print Materials</u></b>				
Quantity	X		X	
Quality	X		X	
Level	X		X	
Diversity	X		X	
<b><u>Non-Print Materials</u></b>				
Quantity	X		X	
Quality	X		X	
Level	X		X	
Diversity	X		X	
<b><u>Electronic Resources</u></b>				
Quantity	X		X	
Quality	X		X	
Level	X		X	
Diversity	X		X	

Recommendations: Maintain status quo.

**V.1c STANDARD:** The institution provides appropriate orientation and training for use of these resources. (NEASC 7.4)

	<u>Adequate</u>	<u>Inadequate</u>
1. Library staff provides orientation and training.	X	

NUMBER OF STUDENTS SERVED: Entire enrollment of English courses; see II.1a above.

**V.2b STANDARD:** Facilities, equipment, and instructional support services are adequate and easily accessible for discipline faculty and students. (NEASC 8.1)

1. Do students and faculty in the discipline at the college have the facilities and instructional support services they need for effective learning?

	<u>Adequate</u>	<u>Inadequate</u>	<u>Comment on Inadequacies</u>
Audiovisual equipment	X		
Bookstores	X		
Classrooms	X		
Classroom supplies	X		
Duplicating services	X		
Group study areas	X		
Individual study areas	X		
Instructional Technology	X		
Learning assistance centers		X	Writing and reading support is inadequate
Library resources	X		
Meeting space	X		
Multimedia equipment	X		
Office space	X		
Open access computers	X		

Parking	X		
Work space	X		

- Are adequate tutorial services available to support learning for students taking courses in the discipline at the college?

No. Writing and reading support is inadequate.

- Do faculty receive adequate support from the college ADA counselor in providing reasonable accommodations for self-declared ADA students taking courses in the discipline?

Yes

- Describe the secretarial support provided for the discipline's department at the college.

Full-time for the Academic Affairs division.

Is the level of support adequate for effective departmental operations?

Yes

- What specialized equipment is used in the classroom to support instruction in the discipline?

N/A

- Is a lab required to support instruction in the discipline?

Yes for some courses, such as developmental courses and Technical Writing.

- Does the discipline require a dedicated lab? (e.g. science lab, language lab, computer lab, or studio)

Ideally, yes

- Do students and faculty in the discipline have access to a Teaching and Learning Center or Learning Assistance Center at the college?

Yes.

Identify type of Center and location and indicate whether support services, hardware, software, multimedia or other instructional materials are adequate to support effective learning.

Type of Center	Location	Adequate	Inadequate	Identify Inadequacies
Learning Center	East wing, 2d floor, Danielson		X	Reading and writing support broadly is inadequate.
Library/Tutoring Center	Willimantic Center		X	

Faculty members in various disciplines that involve writing have expressed concern about a dearth of adequate support for writing, and the greatest concern has come from the full- and part-time English faculty. QVCC has no writing center; the Learning Center has a single director of operations, without a coordinator of writing support. The full-time English faculty at QVCC finds this a striking absence, unusual for an institution of higher education. Faculty members usually do not require English tutoring, sometimes not even in cases where students desperately need it, because scheduling the appointments can be difficult for students and the quality of tutoring has not always been reliable. This leaves students mostly on their own concerning tutoring, and most do not follow through. Moreover, although many English and other faculty members deem their students' reading level to be a larger problem than their writing ability, there is no literacy support to speak of. There is agreement among the broader faculty that the Learning Center needs a robust, systematic program of English tutor recruiting, training, and staffing, with ample funding for labor and resources and ideally the oversight of an appointed professional director of writing and literacy support. Increasing embedded support across courses in the discipline would be highly beneficial to student success in English.

*Recommendations:* Additional computer lab space will be needed as more sections of ENG\*096 and ENG\*101S are added to the schedule, both in Danielson and Willimantic, and a dedicated English lab area is needed to support students in all English courses. English tutoring support needs to be increased substantially. The Learning Center remains understaffed, and the English department does not have the resources necessary for adding tutor support directly into developmental courses and ENG\*101S, the embedded-support version of English 101. Embedded support is working well where it is used; increasing such support across the discipline would be highly beneficial.

**V.3 MEASURE: INFORMATION/EDUCATIONAL TECHNOLOGY RESOURCES AND SYSTEMS**

**V.3a STANDARD: Information technology resources support programs at the appropriate levels.**

1. Identify the information technology resources needed by faculty and staff in the academic discipline and rate the availability and adequacy of those resources at the college.

Resource Needed	Available	Not Available	Adequate	Inadequate
Databases	X		X	
Distance Learning	X		X	
E-mail Accounts	X		X	
Internet Access	X		X	
Video Conferencing	X		X	
Various multimedia	X		X	
Fully wired classrooms	X		X	

2. Do discipline faculty members have adequate access to information/education technology training?

Yes

3. Do faculty in the discipline have adequate access to the computer hardware, software, and communication network necessary for instructional preparation and to access available information technology resources?

Yes

4. Is the level of technical support adequate for the information technology resources used by faculty and staff?

Yes

*Recommendations:* Maintain status quo.

**V.4 MEASURE: STUDENT DEVELOPMENT SERVICES**

**V.4a STANDARD: Student development services support student success. (NEASC 6.1)**

For each of the following services, indicate the level of satisfaction provided to students in the discipline:

**Student Development Services**

Services	Level of Satisfaction				
	1. Excellent	2. Good	3. Fair	4. Poor	5. Unacceptable
Career Counseling		X			
Counseling				X	
Financial Aid	X				
Job Placement					
Recruiting		X			
Testing/Assessment		X			
Tutoring				X	

*Recommendations:* English tutoring support needs to be increased substantially. Also, the college needs to develop personal counseling support for all students.

**V.5 MEASURE: ADVISORY COMMITTEE**

**V.5a STANDARD: Discipline Advisory Committee membership reflects diversity of the community.**

**V.5b STANDARD: Discipline Advisory Committee meets a minimum of once a year; maintains written minutes in appropriate format reflecting industry involvement; advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the discipline**

1. Do the advisory committee members reflect diversity of the community?

No. Not applicable for an essentially academic discipline.

**Discipline Review**  
**LIST OF ATTACHMENTS/EVIDENCE PROVIDED**

Reference	Item
Std. IV.1b	Full- and part-time faculty roster
Std. II.3c	QVCC General Education Outcomes
Std. I.1b-c	Developmental to Composition sequence, with placement scores
Std. II.1a	English developmental and support course results, Fall 2014
Std. V.2b	Report on curriculum redesign and English program assessment
Std. IV.1c	Sample additional responsibilities forms of full-time English faculty
Std. II.3a	Selected English course records
Std. II.1a	Schedule of courses <i>"Search Courses" via Programs &amp; Courses link on QVCC web site</i>
Std. II.1a	College Catalog <i>"College Catalog" via For Current Students link on QVCC web site</i>
Std. II.1.b	QVCC assessment information <a href="http://www.qvcc.commnet.edu/brian/IRCouncil06/index.htm">http://www.qvcc.commnet.edu/brian/IRCouncil06/index.htm</a>
Std. III.3a	Student satisfaction surveys <a href="http://www.qvcc.commnet.edu/static_groups/docuroom/success/stdnt_sccss_rsrch_grp_06_07.pdf">http://www.qvcc.commnet.edu/static_groups/docuroom/success/stdnt_sccss_rsrch_grp_06_07.pdf</a>

**Discipline Review**

**FACULTY ROSTER**

2014-15

Name	Status	Degrees	Other Qualifications	Courses Taught
<b>Full-time</b>				
Beth Alves	Professor	MA Eng		All levels
Jon Andersen	Assoc Prof	MS Ed MA Eng	Secondary Ed certification Special Ed certification	All levels
Jane Carey	Asst Prof	EdD Eng		All levels
Scott DeShong	Professor	PhD Eng		All levels
O. Brian Kaufman	Assoc Prof	PhD Eng MFA Eng BA Journ	Secondary Ed certification and ESL training	All levels
<b>Part-time</b>				
Lisa Adase	Adjunct	MA Eng		093/101/102
Andrea Ader	Adjunct	MAT		101/102
Fred Ashton	Adjunct	PhD	Former high school principal	101/102
Louise Brown	Adjunct	MA	QVCC Devel Ed Specialist	Developmental
Shan-Estelle Brown	Adjunct	PhD Anth MA Eng		101/102
Kelly Cecchini	Adjunct	MS Ed	K-12 certification	Devel/101
Pauline Clifford	Adjunct	PhD Ed MA Ed	QVCC Ed Tech Specialist	Developmental/ 101/102
Leigh Cremin	Adjunct	MS Eng	Secondary & Adult Ed cert	Devel/101
Janet Dauphin	Adjunct	MA Eng		Devel/281
Stephen Diamond	Adjunct	MA Eng	Secondary Ed certification	093/101S/101
Daniel Gula	Adjunct	MFA Eng	Secondary Ed certification	101
Pamela Racicot	Adjunct	MA		Devel/101/102
Jennifer Reilly	Adjunct	M.Ed	Primary Ed certification	101/102
Britt Rothauser	Adjunct	MA Eng		Developmental
Joanne Sibicky	Adjunct	MFA Eng		093/101/102
Judith Spencer	Adjunct	MS Ed.		114
Diane Summa	Adjunct	EdD	Former public school assistant superintendent	Developmental/ 101
Matthew West	Adjunct	MS Ed	Secondary Ed certification	Devel/101/102/ 114
Lisa Zowada	Adjunct	MA Eng	Writing Specialist, Eastern Connecticut State University	Developmental/ 101/102

## Discipline Review

### GENERAL EDUCATION OUTCOMES

(From online version of current college catalog)

To meet their academic, professional, and personal goals, learners will:

- \* Competently and effectively produce, interpret, question, and analyze written text, oral messages, and multi-media presentations to satisfy a variety of contexts and needs
- \* Apply mathematical concepts and skills to interpret, understand, and communicate quantitative data
- \* Apply logical, critical, ethical, and creative processes and information to identify problems, evaluate alternative solutions, and make decisions
- \* Effectively search for and obtain appropriate information through both traditional and electronic media, and evaluate information for accuracy, perspective, and utility
- \* Demonstrate an understanding and appropriate application of computer technology
- \* Appropriately integrate and apply the fundamental principles and methods of scientific inquiry, social sciences, and arts and humanities
- \* Demonstrate effective use of individual and team workplace skills
- \* Recognize and appreciate the diversity of human behaviors and cultures as they relate to individual development and group interaction, including key issues of age, class, disability, ethnicity, gender, race, religion, and sexual orientation.
- \* Identify and evaluate ethical issues and conflicts, contribute to the community and society, and recognize the responsibility of the individual in a democracy.



English Developmental to Composition Sequence, beginning summer 2014

<b>ENG* 096 Placement</b> (Transitional Strategies pre-enrollment preparation recommended for students with the lowest scores)		<b>ENG*093/101S Placement</b> <i>Options</i> ↙ OR ↘	
ENG*096 C through B ↓	ENG*096 B+ through A ↓	ENG* 093 ↓	ENG*101S
ENG* 101S	ENG* 101	ENG* 101	

*Progression to the next level requires a grade of 'C' or better*

**NOTE: Common course numbering at the state level causes the lower level course, ENG\*096, to have a deceptively higher number than the next higher course, ENG\*093. This problem may possible to correct in the near future.**

Scores for QVCC English course placement

Mode of placement	Transitional Strategies	ENG*096 (also see column to left)	ENG*101S or ENG*093	ENG*101	ENG*101 exempt
Accuplacer Sentence Skills and Reading Comprehension	≤ 65 SS OR ≤ 65 RC	≤ 71 SS OR ≤ 71 RC	≥ 72 SS and 72-82 RC OR ≥ 72 RC and 72-87 SS	≥ 88 SS AND ≥ 83 RC	
SAT	Writing ≤ 400 OR Critical Rdg ≤ 400	Writing ≤ 449 OR Critical Rdg ≤ 449	Writing ≥ 450 and Crit Rdg 450-499 OR Crit Rdg ≥ 450 and Wrt 450-499	Writing ≥ 500 AND Critical Rdg ≥ 500	
ACT	Rdg and Wrtg combined ≤ 33	Rdg and Wrtg combined ≤ 36	Rdg and Wrtg combined 37-41	Rdg and Wrtg combined ≥ 42	
AP					3 on CEEB AP English Language
HS Partnership				Articulated on individual high school to college basis	
GPA*					

\*Pending research from BOR on correlation between this data and Accuplacer / SAT scores.

## English Developmental and Support Course Results, Fall 2014

- English 086 – 18 students in Danielson achieved the following results:
  - 9 students (50%) passed the class earning a C or better.
  - 1 student (5.5%) did not pass the class earning a C or better (D).
  - 7 students (39%) failed (F) the class.
  - 1 student (5.5%) withdrew (W) from class.

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  - 11 (61%) students were referred for outreach support.
  - 4/11 (36%) students passed earning a C or better.
  - 1/11 (9%) student did not pass the class earning a C or better (D).
  - 5/11 (46%) students failed the class.
  - 1/11 (9%) student withdrew from the class.
  
- English 096 – 50 students in Danielson achieved the following results:
  - 38 (76%) students passed the class earning a C or better.
  - 4 (8%) students did not pass the class earning a C or better (C- to D-).
  - 6 (12%) students failed (F) the class.
  - 2 (4%) students withdrew (W) from class.

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  - 26 (52%) students were reported for outreach support.
  - 15/26 (58%) students passed earning a C or better.
  - 3/26 (11.5%) students passed did not pass earning a C or better (C- to D-)
  - 5/26 (19%) students failed (F) the class.
  - 3/26 (11.5%) students withdrew (W) from the class.
  
- English 096 – 46 students in Willimantic achieved the following results:
  - 26 (56%) students passed the class earning a C or better.
  - 4 (9%) students did not pass the class earning a C or better (C- to D-).
  - 11 (24%) students failed (F) the class.
  - 5 (11%) students withdrew (W) from class.

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  - 40 (87%) students were referred for outreach support.
  - 19/40 (47.5%) students passed earning a C or better.
  - 2/40 (5%) students did not pass earning a C or better.
  - 15/40 (37.5%) students failed (F) the class.
  - 4/40 (10%) students withdrew (W) from the class.
  
- English 093 – 39 students in Danielson achieved the following results:
  - 30 (77%) students passed the class earning a C or better.
  - 1 (2.5%) student did not pass the class earning a C or better (D).
  - 4 (10.25%) students failed (F) the class.
  - 4 (10.25%) students withdrew (W) from class.

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  - 12 (31%) students were referred for outreach support.
  - 4/12 (33.3%) students passed earning a C or better.
  - 1/12 (8.3%) student did not pass earning a C or better.
  - 4/12 (33.3%) students failed (F) the class.
  - 3/12 (25%) students withdrew (W) from the class.
  
- English 093 – 44 students in Willimantic achieved the following results:
  - 28 (64%) students passed the class earning a C or better.
  - 3 (7%) students did not pass the class earning a C or better (D to D+).
  - 6 (13%) students failed (F) the class.
  - 6 (13%) students withdrew (W) from class.

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  - 14 (32%) students were referred for outreach support.
  - 7/14 (50%) students passed earning a C or better.

- 2/14 (14.2%) students did not pass earning a C or better.
  - 2/14 (14.2%) students failed (F) the class.
  - 3/14 (21.4%) students withdrew (W) from the class.
- English 101S – 23 students in Danielson achieved the following results:
- 20 (87%) students passed the class earning a C or better.
  - 2 (8.7%) students failed (F) the class.
  - 1 (4.3%) student withdrew (W) from class.
- 
- 11 (48%) students were referred for outreach support.
  - 8/11 (73%) students passed the class earning a C or better.
  - 2/11 (18%) students failed (F) the class.
  - 1/11 (9%) student withdrew (W) from the class.
- English 101S – 13 students in Willimantic achieved the following results:
- 7 (54%) students passed the class earning a C or better.
  - 1 (8%) student did not pass earning a C or better (D+)
  - 4 (31%) students failed (F) the class
  - 1 (8%) student withdrew (W) from class.
- 
- 9 (69%) students were referred for outreach support.
  - 3/9 (33%) students passed the class earning a C or better.
  - 1/9 (11%) student did not pass earning a C or better (D+).
  - 4/9 (44%) students failed (F) the class.
  - 1/9 (11%) student withdrew (W) from the class.

## English Curriculum Redesign & English Program Assessment - Summary of Reports and Projects

### Courses In Progress

English 101S: Composition with Embedded Support  
English 096:  
Transitional Strategies Course  
English Boot Camp

### ON-GOING:

**Title of Project:** QVCC's English Literature & College Writing Assessment Project - A Longitudinal Study

**Project Facilitator:** Dr. O. Brian Kaufman

**Background:** In Spring 2007, the Assessment Task Force began an initiative to assess how students were performing in English literature and college writing courses based on QVCC's published General Educational Outcomes (GEOs). The purpose of the initiative was to create an assessment process to evaluate how students were learning to write effective college-level papers. To that end, QVCC's English Literature & College Writing Assessment Project was launched to measure the skills students were learning in English courses and to quantifiably record outcomes demonstrating the skills learned. After several pilot runs in 2008 and 2009, in Spring 2010, the English faculty *re-designed* the evaluation cards used for the gathering and reporting data and that semester began to assess all students persisting in English courses at the college. The effort to insure that assessment is a recursive and evolving process has become an apparent aspect of learning outcomes research.

**Results:** Since 2010, QVCC has assessed approximately 950 students annually, collecting data on eight evaluative areas for each student, thus generating nearly 38,000 data points. While the data has yet to be fully studied, earlier preliminary analysis of the data, concluded that nearly 70% of the students evaluated were demonstrating achievements ranging from promising to proficient.

**Findings:** Much of the data has been recorded in eLumen and has been used to demonstrate how a department-wide effort to assess outcomes can be achieved seamlessly. However, much work is needed to fully utilize the assessment data. The English department continues to work to clarify and revise expected outcomes, rubrics, and procedures, work that is part of the overall process of developing a common language and common framework for assessment research at QVCC. As part of this process the department will soon begin analysis of the data to coincide with analysis of other course related research on its piloted English courses, to provide feedback on student success to the ConnSCU Board of Regents System Office in Fall 2015.

### FALL 2013-SPRING 2014

**Title of Project:** English 198: Special Topics-English 101 Support Course

**Project Facilitators:** Prof. Jon Andersen and Dr. Brian Kaufman

**Background:** xxxxx

**Results:** xxxxx

**Findings:** xxxxx

### FALL 2013:

**Title of Project:** Tutoring Transitional Students in QVCC's English 073 Courses

**Project Facilitators:** Dr. Jane Carey and Dr. O. Brian Kaufman

**Background:** In Fall 2013, QVCC received \$10,000 as part of a statewide Funding for Transitional Strategies at Community Colleges Grant. The English faculty, using half of the available funds, devised a project to support students transitioning to college enrolled in English 073: Academic Reading courses.

**Results:** The tutors played important roles by offering added support to these students, and they were also an important part of the data collection process. The tutors kept logs of the students who came in for support and recorded the kinds of work students sought help on. In particular, students sought help on the following items: writing summaries; reviewing for tests; developing study skills; organizing reading workloads; determining content (finding main ideas and supporting details); understanding writing patterns; and developing critical reading skill.

**Findings:** The project helped students in the following ways:

- Students who came in for tutoring were repeat customers. In essence, students who came in for help with a tutor saw value in the process and returned again for additional support at a later time.

- Some students who came in to see a tutor returned to the Learning Center to see other tutors for help with other courses.
- Tutors for courses available during *daytime* hours saw more students from the English 073 courses they supported versus those working in the evening. Few students came in for tutoring sessions following early evening 073 courses.
- The tutors hired for 073 support also saw students from higher level classes (tutors were asked to assist in the learning centers when they had no traffic from the transitional courses), thus providing QVCC with additional learning support staff.

### **SPRING 2013:**

**Title of Project:** English 064-English Skills Developmental Education Pilot

**Project Facilitators:** Dr. Brian Kaufman and Dr. Jane Carey

**Background:** During the spring semester of 2013 at Quinebaug Valley Community College, a four-credit developmental education pilot, English 064-English Skills (E064), was organized and run as an "intensive" course in an attempt to meet the demands of Connecticut Public Act 12-40. The pilot also sought to address three weaknesses the QVCC English Department identified in a 2009 self-study: (1) a need to consider more fundamental alterations to the developmental English sequence; (2) the failure of many developmental English students to continue to later courses in the English sequence; and (3) the inability of the college to address retention concerning the English area, particularly the retention of students in developmental courses. During the 16-week semester, the class of E064 students met for a two-hour period twice a week. During one of those four hours, the class worked in a computer lab in order to give the students more time-on-task for their writing projects. The course focused on critical reading skills, composition of coherent and unified essays, and improvement of college-level grammar proficiency.

**Results:** Of the 17 students enrolled, 14 completed the coursework and passed the class with a C or better, a rate slightly greater than 82 percent. Of those who passed the course, 12 self-reported that they felt prepared to take the next course (E101: Composition). Additional assessment data shows that 10 students demonstrated an ability to write sufficiently to produce the kinds of basic essays required of students entering a course of instruction on college level writing. Five other students demonstrated improved writing abilities, but fell short in demonstrating the competencies the instructors expected from students entering E101. In all, students succeeded in E064 at a rate of 67 percent.

**Findings:** QVCC instructors demonstrated that course design could meet compliance with Connecticut state law PA 12-40, and addressed an English Department 2009 Self-Study identified weakness by instituting a fundamental alteration to the developmental English sequence. Other important findings:

- E064 demonstrated that "lab" time spent working on task could possibly serve as an adequate substitute for supplementary instruction.
- E064 demonstrated that student writers working closely with instructors in a writing lab produced essays with fewer errors and earned higher grades as a result.
- Students responded positively to receiving instruction in error remediation techniques when working in a writing lab.
- Students surveyed responded positively when asked if they found lab time useful for working on writing projects, and reported using lab time for both drafting and revising essays.
- Students surveyed requested more lab time for time-on-task work.

### **SUMMER 2012:**

**Title of Project:** High School Bridge Program

**Project Facilitators:** Dr. Brian Kaufman, Prof. Joy Mark, and Associate Director of Admissions Sarah Hendrick

**Background:** xxxxx

**Results:** The pilot summer program was cancelled one week before its start date due to budget cuts. Students who registered were re-directed to apply for other programs in the state.

**Findings:** No findings available.

### **SPRING 2011:**

**Title of Project:** Embedded Tutors—A QVCC Pilot Project for Increasing Success and Retention of Unprepared Students

**Project Facilitators:** Dr. O. Brian Kaufman, Prof. Joy Mark, and Prof. John Lewis

**Background:** The full-time developmental instructors at QVCC conducted a pilot research project to track how individual attention and directed instruction (tutoring) would affect students in developmental math and English courses during the spring 2011 semester. The pilot sought to show that developmental students

could benefit from tutoring and show improvements in acquiring the skills needed to succeed in college courses if they received individualized attention and remediation.

**Results:** The pilot, while limited in scope and scale, demonstrated the effectiveness of embedding tutors in developmental education courses. More importantly, the pilot results statistically and qualitatively indicate students in Math and English courses improve with individual attention.

**Findings:** Students were asked to return an end-of-the-semester questionnaire which solicited their opinions on the Embedded Tutor project. From the tutor cohort of 135 students, 84 returned the questionnaire. Three questions from the questionnaire related directly to success, persistence, and retention issues. The responses to these questions were overwhelmingly positive, and indicate that:

- 96% 'felt' prepared to take the next level course in the subject they were studying
- 69% were interested in taking additional courses in the subject they were studying
- 95% would recommend a class with an embedded tutor to another student

The majority of the students involved in the study (70%) were reported *continuing* with their educations following one or more previous semester at QVCC. Additionally, the majority of the students involved in DevEd embedded tutor study fell in the "19 and under" and age '20 to 24' categories, a fact that suggests these students were not properly prepared for college-level work when they graduated or left high school. Intervention that took place within the Embedded Tutor project provided students with an opportunity to develop skills that lead to success and supports a belief that the project increased success and retention. In particular, among the 84 respondents to the student end-of-the-semester questionnaire:

- 56% reported tutoring helped them 'complete' an assignment
- 54% reported they gained confidence in mastering course material

**Sources:**

College Access Challenge Grant Report (9 August 2013)

Tutor Report for 073 for Fall 2013

Preliminary Report of English 064 Pilot Spring 2013

QVCC DevEd "Embedded Tutor" Pilot Project Report (Spring 2011)

QVCC's English Literature & College Writing Assessment Project: A Preliminary Summary of Findings and Results (December 2010)

**Title of Project:** xxxxx

**Project Facilitators:** xxxxx

**Background:** xxxxx

**Results:** xxxxx

**Findings:** xxxxx

## 2014-15 Additional Responsibilities of Full-time Faculty Members

BETH ALVES

INDIVIDUAL ACTIVITY	RESOURCES ALLOCATED	TIMELINE	MEASUREMENT/ BENCHMARK
Participate in discussions etc. related to the redesign of developmental education at Connecticut's 12 community colleges.	Time	15+ hours per semester.	Meetings throughout the year with members of the Willimantic Learning Center, the Danielson Learning Center, English faculty. Math faculty, the dean and others.
LEARN Training – continue to migrate online courses over to the new format (Blackboard).	Time	12+ hours per course.	Learn new features of the new Blackboard.
Providing assistance in student registration and add/drop procedures.	Time	15+ hours per semester	A successful job advising with fewer and fewer questions for long-time faculty and staff. Continued attendance at advising meetings and advising days.
Serve as QVCCs rep to the statewide TAP committee for general ed.	Time	Unclear how many hours per semester	Attendance at statewide meetings and the reporting of the meetings to QVCC faculty and staff.
Collaborate with Jon Andersen on improved course content for ENG 101, ENG 102, hybrid and online courses.	Time	10+ hours per semester	Formal meetings throughout the year with Jon Andersen.
Participation in career-development and related advising activities or special retention programs.	Time	10+ hours per semester	Continuing discussions and meeting with faculty and staff both formally (Retention Committee) and informally (one-on-one discussions) with regards to student retention
Collaboration with Heath Hightower on his proposed “substance abuse” yearlong project.	Time	15+ hours per semester	Formal and informal meetings throughout the year with Heath Hightower.
Faculty mentor for newly hired HUM instructor.	Time	16+ hours per semester	Formal meetings with the newly hired HUM instructor to discuss classroom issues, AR, professional development etc.
Learning in Retirement workshop TBA (3 sessions).	Time	16+ hours in the spring semester	Successful implementation of the three sessions.
Participation in special college projects such as the promotion of Writing Across the Curriculum Day.	Time	5 hours per semester	Participation in the October national writing day and the promotion of WAC to others. Participation in any other special college project, survey or study that may arise during the academic year.
Supporting students through assistance with scholarship letters, transfer letters etc.	Time	10+ hours per semester	The writing of such letters for students.
Development of “Mystery and Detective Fiction” online. This course is being offered online for the first time in more than 10+ years. All course curriculum components (i.e. lectures, assignments etc.) must be created.		40+ hours during the summer and fall semester.	Creating syllabus, lesson plans, lectures, reading assignments, projects etc. and successful implementation of the course.
Continued development of COM 101 (Intro to Mass Communications). This course was offered at QVCC for the first time in the Spring 2014 semester. The course curriculum components (i.e. lectures, assignments etc.) need to be assessed and modified as needed.		40+ hours during the summer, fall and spring semesters.	Assessment of syllabus, lesson plans, lectures, reading assignments, projects etc. and successful implementation of the revisions.

Collaborate with Erin Pagano on a Movies club for students.		10 hours per semester	Schedule meetings, work to get SGA club status, collaborate on club content etc.
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JON ANDERSEN

INDIVIDUAL ACTIVITY	RESOURCES ALLOCATED	TIMELINE	MEASUREMENT/ BENCHMARK
Volunteer Staff Member for Barnes Seminar 2015	System-Wide Center for Teaching Funds; College Funds	Fall 2014- Spring 2015	Planning minutes; staff orientation / training completion; successful implementation of spring program 60 hours
Development of Literary Cultural Programming	Professional Budgets	Fall 2014- Spring 2015	Successful implementation of readings and workshops on both campuses, including Julius Sokenu 2015 contest and awards night. Approximately 65 hours.
Co-coordinate Pathways to Teaching Program; Work on Program Revisions; Recruit from Area Schools; Continue standing committee with other colleges informed by evolving understanding of TAP; Advise Students in Program	Professional Budget; New Pathway budget (?)		Notes, documentation of professional development, school visits; special advising; successful implementation of program for Fall 2014/ Spring 2015.  60 hours (Fall 2014)
Develop and Implement Curricula, Strategies and Approaches to address PA12-40	Department Funds	On-going	English 101 Embedded Pilot Level Course documentation and data; workshop and professional development notes and documents; meet and/or correspond and coordinate with CCET Total: 70 hours/ year
TAP/ Outcomes Based Assessments: Work with English Area and on course level to develop OBA	Department Funds	On-going	Documentation and implementation of outcomes based assessment 5 hours
Collaborate with English Area to revise and update curricula	Department Funds	Fall 14- Spring 2015	Documentation of revised assignments and course objectives. 20 hours
Concurrent and Dual Enrollment	College/ Department Funds	Fall 14- Spring 2015	Support and develop English Department concurrent/ dual enrollment opportunities for local high school students. 20 hours
Additional Office Hours		Fall 14- Spring 2015	One hour per week. 32 hours.
Service Learning	SGA/ College Funds	Fall 14- Spring 2015	Plan and implement service learning projects related to English 281: Creative Writing and other coursework. 32 hours.

JANE CAREY

INDIVIDUAL ACTIVITY	RESOURCES ALLOCATED	TIMELINE	MEASUREMENT/ BENCHMARK
Work on several committees: 1. Curriculum, Instruction, and Policy (CIP) 2. At least one other QV committee. .	N/A	At least 1 hour per week Aug. 25, 2014 –May 31, 2015	Meet with colleagues on a regular basis to work on issues related to: curriculum, instruction and policy.
Create, design, and update the English Department's pages on the Internet on the QVCC website.	English Dept. Budget (if needed)	At least 3 hours per week Aug. 25, 2014 – May 31, 2015	I have begun my training with Margie Huoppi to learn how to update and design Internet content on the QV website. I will update information as well as create and design new content for the English Department's pages on QV's website. I plan on meeting with English Department colleagues to get their input regarding what they would like see on our website.
Continue creating and publishing the QV DEN, a developmental English newsletter.	English Dept. Budget (if needed)	At least 3 hours per week Aug. 25, 2014 –May 31, 2015	Publish a new newsletter each semester that focuses on developmental English pedagogy, as well as the students and their artifacts.
Continue creating interesting	English Dept.	At least 1 hour	Continue to create bulletin boards that showcase students



bulletin boards and READ posters for the QV community.	Budget (if needed)	per week Aug. 25, 2014 –May 31, 2015	actively engaged in learning. Also, continue to create and display READ posters that feature members of the QV community.
Create a Service-Learning component for at least one class per year.	English Dept. Budget (if needed)	At least 1 hour per week Aug. 25, 2014 –May 31, 2015	Schedule meetings with other interested faculty and staff, design Service-Learning projects, integrate projects into curriculum, reflect on work at the end of each semester, and present data at professional development workshops.
Attend student activities as they occur.	N/A	Aug. 25, 2014 –May 31, 2015	Attend student activities on campus to show support, and to let students know that their extracurricular activities are an important aspect of their college career.

SCOTT DESHONG

INDIVIDUAL ACTIVITY	RESOURCES ALLOCATED	TIMELINE	MEASUREMENT/BENCHMARK
Writing across the curriculum in programs, assessment of writing in English	AR	Full year	PCs develop assessments of writing for graduation, all English courses assessed
Professional Development Committee administration	AR, System funds	Full year	Funding distributed
Jack Kent Cooke Scholarship	AR, Cooke materials	Fall semester	Applicants solicited
Developmental education	AR	Full year	PA12-40 compliance
Student functions	AR	Full year	Attend and promote functions
Adjunct faculty mentoring	AR	Full year	Maintain advisory role
Student Success Center advising	AR	Full year	Enhance retention
Basic Skills Assessment	AR	Full year	Maintain clarity regarding placement

BRIAN KAUFMAN

INDIVIDUAL ACTIVITY	RESOURCES ALLOCATED	TIMELINE	MEASUREMENT/BENCHMARK
English Faculty Member: Meet regularly with other members regarding policies, pedagogy and procedures, and courses and curriculum.	AR	2014-15 School Year	Continue discussions to delegate work, to implement changes, to improve courses and teaching methods, and to improve student success. Benchmark: Properly prepared students are promoted.
Adjunct Faculty Supervision: Assist Department Chair in evaluating and assisting part-time English faculty.	AR	2014-15 School Year	Supervise and evaluate adjunct faculty teaching writing courses as needed. Work with adjuncts teaching new offerings (ENG 101S and 096 courses). Benchmark: Adjuncts receive professional development and training, and adequate supervision.
Assessment Plan: Assist in the development and implementation of a comprehensive outcomes assessment and evaluation plan, integrating QVC's WAC assessment project with TAP measurements.	AR	2014-15 School Year	Continue on-going discussions and progress towards developing authentic assessment research, data gathering, and reporting procedures. Continue to present QVCC's assessment initiatives at faculty meetings and at local and national conferences. Continue producing reports that demonstrate student learning at many levels, and that demonstrate course and curriculum alignment. Provide data feedback to course instructors so information can help facilitate reflective teaching practices. Benchmark: Assessment data provides useful feedback.
Student Advisor: Serve to advise students in Development English.	AR	2014-15 School Year	Assist students in developmental and college level English courses to plan their coursework, develop a college plan or course of study, and sign-up for classes. Benchmark: Students develop plans and persist in their academic pursuits.
Hybrid Editor-In-Chief	Budget Funds; AR	2014-15 School Year	Publish eighth edition of the collaborative English-Arts student journal to demonstrate student success in writing, art, and collaborative activities. Redevelop process to involve more students and faculty in production process,

			beginning in Fall 2014. Move spring production schedule up to March. Benchmark: More faculty and students work on the next Hybrid, and production of journal occurs earlier in the semester (and is printed in house if possible).
Research: Review and read articles in the following journals in my field: College English; College Composition and Communication; and TETYC (Teaching English in The Two Year College); and review trends and posts on the following listservs and blogs: Writing Program Administration; and National Association of Developmental Education.		2014-15 School Year	Research will be used improve courses and teaching methods to improve student success, retention, persistence. This work informs: college activities, course design, program issues, assessments, advising, cross-curricular initiatives, and all other areas related to teaching and learning. Benchmark: Research data provides useful feedback or information for teaching.
Credit for Prior Learning: Work to review and evaluate portfolios students prepare to receive credit for work experience.	AR	2014-15 School Year	Continue to work with Jan Hall to assist and evaluate students seeking to gain credit for prior work and scholarship. Benchmark: Students successfully earn credits for work experience.
College & Collegial Business: Communicate with other faculty and staff, and students, each day via email and personal contact, conducting college business in all areas relating back to running the English area.	AR	2014-15 School Year	Progress will be measured by successfully conducting college business and developing curriculum, courses, programs, and processes and procedures to provide for student life, learning, success, and persistence, and subsequently meeting a majority of student goals: passing courses, receiving certificates of completion, graduating from QVCC, or transferring to other educational institutions. Benchmark: Students attend events, pass courses, persist in coursework, transfer, or graduate.
National Archives of Composition & Rhetoric: National organization collects archival materials in composition for research purposes.	AR	2014-15 School Year	Continue development of NACR's archival collection at URI and UNH. Meet with UCONN reps to recreate lapsed partnership. Benchmark: NACR collection shows growth and use of archives expands.
Poetry Nights	AR	2013-14 School Year	Continue to help organize and run the poetry readings, Sokenu awards, and "Waiting for Yoko" nights in collaboration with the Art Department and Library. Benchmark: Events continue to demonstrate strong attendance and generate interest.
"Lunch and Listen" Events: In the process of developing a noonday concert in the cafeteria twice each month, in collaboration with Mark Szantyr and incoming SGA President Jessie Credit.	AR	2014-15 School Year	Bands are contracted for the cafeteria-based concerts, the events are set-up, and concerts go on as planned. Benchmark: Events demonstrate strong attendance and generate interest.
Academic Executive Board	AR	2014-15 School Year	Work as chair to oversee the development of QVCC courses, programs, and policies. Benchmark: Programs brought before committee are carefully reviewed and passed on to Academic Senate for approval.
CCET Delegate: Serve as QVCC English representative, attend meetings, and report back to English faculty on the group's initiatives. (This work will be delegated to English-area DevEd coordinator to cover duties related to his or her release time.)	AR	2014-15 School Year	Continue to work with representatives from the other CT-based CCs to develop common outcomes and assessment practices. Continue work on developing best practices in teaching English and Developmental Writing. Benchmark: QVCC is represented at CCET.

AS TIME PERMITS			
Theater Degree	AR	2014-15 School Year	Work with Mark Szantyr to investigate projects and partnerships towards launching and sustaining a viable theater arts degree program at QVCC. Benchmark: Feasibility of new program and courses are determined.
Faculty/ Staff / Student Golf Tournament	AR	2014-15 School Year	Work to facilitate and plan a golf tournament to help create better faculty/staff relationships. Benchmark: A golf tournament is held, generates interest, and brings students and faculty together.

ENGLISH COURSE RECORDS (selected: courses currently or recently offered)

ENG\*073 – Academic Reading

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG*073	Reading and Study Skills	3	

Catalog Description

An intensive course with lab for increasing reading rate and improving comprehension, vocabulary, exam taking, and basic study skills. The course presents important strategies for succeeding in college. Required of students whose Basic Skills Assessment indicates that their chances for success in college would be enhanced by improvement of these skills. Credit for this course does not apply toward a degree or certificate.

Course Content Objectives – ENG\*073

The student will:

Increase reading rate and comprehension.

Develop reading rate and comprehension level appropriate to support college level work and enhance vocabulary.

Develop vocabulary sufficient to undertake college level reading and writing

Recognize and utilize different reading strategies, and demonstrate the use of basic study strategies for performance on objective and subjective exams.

ENG\* 086 – Fundamentals of Writing

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG* 086	Fundamentals of Writing	3	9/15/09

Prerequisite: Placement at the ENG\* 096/086 level on the Basic Skills Assessment.

Catalog Description

This course provides fundamental skills for writing essays, concentrating on the development of coherent paragraphs and on organizing the paragraphs into larger structures. The course also covers grammar, punctuation, and other key aspects of writing effective sentences. In addition, students read, write, and respond to published texts and those of their peers. ENG\* 086 is required of students whose Basic Skills Assessment indicates that developing their writing skills would enhance their chances for success in college. Upon completion of the course with a C or better, the student will advance to ENG\* 093. Credit for ENG\* 086 does not apply toward a degree or certificate.

Course Content Objectives – ENG\* 086

The student will:

- Produce writing through a process of revision and careful editing.
- Organize paragraphs and essays according to logical structures.
- Develop clear and coherent paragraphs, short essays, and summaries.
- Recognize and correct errors in grammar, punctuation, sentence structure, and usage.
- Read and respond to writing by others, including their peers.

ENG\* 093 – Introduction to College Reading and Writing

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG 090	Reading/Writing Fundamentals	3	11/17/97

Prerequisite: ENG\* 086 with C or better, or ENG\* 063 with C or better, or placement in ENG\* 093 on the Basic Skills Assessment

Catalog Description

A course designed to provide students with reading, writing, research, and documentation skills

5/28/03

necessary for college level work. Placement will be based on the Basic Skills Assessment in reading and writing. Credit for this course does not apply toward a degree or certificate.

Course Content Objectives – ENG\* 093

The student will:

5/28/03

- Develop and increase reading comprehension skills.
- Enhance their vocabulary.
- Recognize and utilize different reading strategies.
- Develop composing, revising, and editing skills.
- Incorporate correct grammar into their writing.
- Write clear, effective and organized essays.
- Incorporate research and documentation of sources into research paper.

ENG\* 096 – Introduction to College Composition

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG* 096	Introduction to College Composition	6 (institutional credit only)	3/2014

Prerequisite: Placement is based on BSA scores

Catalog Description

This course prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, class discussions, lectures, group presentations, or workshops. This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.

Course Content Objectives:

The student will:

Respond to Rhetorical Situations

- Use appropriate language, analysis of texts, and development of ideas to demonstrate an awareness of audience and purpose;

Use Texts

- Read expository and argumentative whole texts;
- Employ effective annotation skills;
- Accurately identify the main idea and supporting points of a text;
- Use the reading process to differentiate between supporting points, evidence, and reasoning in a text;
- Formulate a close response to the author's main idea;
- Read with accurate comprehension;
- Write accurate summaries and paraphrases;
- Evaluate information in texts for accuracy, validity, and relevance;
- Integrate summaries, paraphrases, and direct quotes into essays to achieve rhetorical purpose.
- Compose unified, coherent, and fully developed paragraphs to support a thesis in an essay;
- Present an argument that uses basic organizational and transitional strategies

Apply Language Conventions

- Use language that demonstrates reasonable control of Standard English and language conventions;
- Use basic MLA citation style;
- Employ strategies to avoid plagiarism

Formulate Effective Writing Strategies

- By the end of the semester, write at least one thesis-driven, text-based 900-1200 word essay (beyond the 5-paragraph model);
- Write expository and persuasive essays relevant to the assignment;
- Use the writing process to develop, organize, and refine ideas;

- Develop thesis-driven essays with a clear, single focus and supporting points.

ENG\* 101 - Composition

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG 101	Expository Writing	3	71-72
Prerequisite: ENG* 093 with C or better, or ENG* 064, ENG* 066, or ENG* 096 with a B+ or better, or placement in ENG* 101 on Basic Skills Assessment.			9/8/09 3/2014
Catalog Description Students develop competence in writing academic essays that are clear, logical, and fully developed, employing rhetorical modes such as summary, comparison, analysis, and argument. Research and bibliography skills are involved, as well as reading, critical thinking, multiple revisions, interaction with other students' work, and an understanding of writing as a process.			2-1-99
Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments.			3/2014
Course Content Objectives – ENG* 101 The student will:			12/17/01
Respond to Rhetorical Situations			3/2014
<ul style="list-style-type: none"> <li>• Adapt writing as audience and purpose requires;</li> <li>• Develop and apply an independent writing process that includes generating, revising, editing, and proofreading;</li> <li>• Reflect on and explain writing choices regarding audience and purpose.</li> </ul>			
Engage with and Use Authoritative Sources			
<ul style="list-style-type: none"> <li>• Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence);</li> <li>• Employ effective annotation skills to the reading of complex texts;</li> <li>• Locate and evaluate sources appropriate to the rhetorical situation;</li> <li>• Interpret and analyze argument, evidence, and rhetorical strategies in complex texts;</li> <li>• Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material;</li> <li>• Demonstrate critical and evaluative reading comprehension;</li> <li>• Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing;</li> <li>• Respond to an argument in a complex text and synthesize perspectives in multiple texts;</li> <li>• Integrate complex texts to fulfill the rhetorical purpose.</li> </ul>			
Craft Logical Arguments			
<ul style="list-style-type: none"> <li>• Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions;</li> <li>• Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material;</li> <li>• By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts.</li> </ul>			
Apply Language Conventions			
<ul style="list-style-type: none"> <li>• Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations;</li> <li>• Cite varied sources in MLA citation style.</li> </ul>			

ENG\* 101S – Composition with Embedded Support

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG* 101S	Composition with Embedded Support	6	3/2014
Prerequisite: ENG* 086, ENG* 064, ENG* 066, or ENG* 096 with a C or better, placement in ENG* 093 or ENG* 101S, Composition with Embedded Support on the Basic Skills Assessment.			

## Catalog Description

Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments.

Composition with Embedded Support meets the same outcomes as ENG\* 101, but offers students additional support through supplemental instruction, increased time on task, focused workshops, and/or tutoring.

This course is for students who have completed English 096 with a C or higher or who have tested into English 093 on the BSA but feel that they can carry a six-credit load to fulfill both the developmental and English 101 requirements in one semester.

### Course Content Objectives – ENG\* 101S

The student will

#### Respond to Rhetorical Situations:

- Adapt writing as audience and purpose requires;
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading;
- Reflect on and explain writing choices regarding audience and purpose

#### Engage with and Use Authoritative Sources

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence);
- Employ effective annotation skills to the reading of complex texts;
- Locate and evaluate sources appropriate to the rhetorical situation;
- Interpret and analyze argument, evidence; and rhetorical strategies in complex texts;
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material;
- Demonstrate critical and evaluative reading comprehension;
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing.
- Respond to an argument in a complex text and synthesize perspectives in multiple texts;
- Integrate complex texts to fulfill the rhetorical purpose.

#### Craft Logical Arguments

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions;
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material;
- By the end of the semester, write a least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts.

#### Apply Language Conventions

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations;
- Cite varied sources in MLA citation style.

### ENG\*-102 Literature & Composition

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG 102	Literature and Composition	3	4/90
Prerequisite: ENG* 101 with grade of C or better			11/17/97

#### Catalog Description

This course will continue the development of composition skill and critical thinking through the study of literary texts, including poetry, drama, fiction, and/or non-fiction. Students will analyze texts and consider historical and cultural contexts, including matters of human diversity. Writing assignments will help students find their voices and enhance their ability to read and write in various disciplines.

9/8/09

### Course Content Objectives – ENG\* 102

Students will:

9/8/09

- read poetry, drama, fiction, and/or nonfiction and identify structure, themes, intentions, and other relevant features of literary works;
- examine literary genres in their historical and cultural contexts;
- develop and enhance their ability to analyze the written word critically;
- articulate analyses of literary works by contributing to class discussions;
- in writing, develop independent critical analysis of literary works;
- enhance their ability to write, revise, and edit prose, developing and supporting thesis statements in essays with focused and coherent paragraphs, transitions that build a line of reasoning, and clear sentences containing a minimum of errors;
- demonstrate a sense of appropriate audience in writing;
- appropriately integrate quotations and paraphrases, and use bibliographic style correctly; and consider the diversity of human behavior and cultures as they relate to such key issues as age, class, disability, ethnicity, gender, race, religion, and sexual difference.

ENG\* 114 - Children's Literature

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG 114	Children's Literature	3	Fall 1977

Prerequisite: ENG\* 101. Recommended: ENG\* 102.

Catalog Description

A survey of children's literature, including discussion of the genre's development from oral traditions and folktales, through Grimm's fairy tales, to contemporary writing for children. Course materials and activities will focus on the purposes, sub-genres, forms and conventions of children's literature; the application of literary criticism to children's poetry, fiction and non-fiction; the importance of cultural, historical and social contexts; and the presentation of literature and literary concepts to children. 2-1-99

Course Content Objectives – ENG\* 114

The student will:

- read a survey of the developing form of children's literature (story and film) from several cultures, including folktales, literary tales, modern children's stories, and cartoons.
- understand and demonstrate appreciation of the development of this sub-genre and the archetypal mode within children's literature.
- demonstrate the ability to interpret the purpose of children's literature.
- demonstrate the ability to analyze how children's literature reflects the culture and times.
- appreciate the evaluation of myth and symbol in adult literature.
- demonstrate understanding and ability to apply various forms of literary criticism (traditional, social, psychological, feminist, post-modernist and archetypal) to children's literature.
- be able to articulate an independent critical analysis of the literary work orally, and to take part in a meaningful discussion of literary analysis.
- write a precise of a novel or short story.
- identify and present orally and in writing the chief characteristics of an author's style, including analysis of diction, images, tone, dialogue and use of allusions.
- write a critical study(ies) which combines their studies of children's literature's literary conventions and the social implications of this sub-genre to create analyses of its impact on children.
- be able to identify and develop arguments developed based upon the literary work and the author's own words.



- demonstrate an awareness for the affect of children's literature on children as to gender and societal concepts.

#### ENG\* 202 - Technical Writing

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG* 202	Technical Writing	3	10/97
Prerequisite: ENG* 101 with <u>C</u> or better			2/23/05
Recommended: CSA* 105			

#### Catalog Description

This course prepares students for writing the workplace. Students will individually and collaboratively develop reports, proposals, manuals, memos, and other workplace documents in paper, electronic, and oral forms, to include a major project. Students will learn to distill research and analysis in documents that are clearly organized, concise, readable, well-edited, and carefully focused for their audiences.

#### Course Content Objectives – ENG\* 202

The student will:

- Know how the appropriate formats and conventions for producing a variety of documents--to include analytical reports, memos, proposals, and business letters--in printed, electronic, and oral forms.
- Be able to design layouts that enhance the accessibility of information and be able to incorporate visual materials into documents.
- Have a keen awareness of primary and secondary audiences for a variety of documents and be able to adjust documents to suit various audiences.
- Demonstrate critical thinking through the ability to synthesize and analyze information.
- Be able to perform relevant research by gathering information from a range of sources, evaluating the quality of information and recognizing what information is necessary and appropriate for a project.
- Understand thoroughly at least one system of source documentation.
- Be able to develop documents that are organized in clear fashion, with appropriate transitions and topic headings, which includes writing paragraphs that have clear topics and that manage their information concisely.
- Know how to write concise summaries and abstracts.
- Know how to write clear and readable sentences.
- Know how to edit their own and others' prose effectively, correcting errors in grammar, punctuation, and spelling as well as problems in organization, coherence, focus, clarity, and wordiness.
- Be able to work collaboratively to solve problems and produce documents, which includes the ability to give and take constructive criticism.
- Be able to work independently on projects while maintaining a sense of duty to an organization.

#### ENG\* 212 - Crime and Detective Fiction

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG 212	Crime and Detective Fiction	3	4/26/79
Prerequisite: ENG* 101. Recommended: ENG* 102.			3/2014

#### Catalog Description

A study of the development of the sub-genre, the detective story, from its early nineteenth century inception to the present day with special emphasis on Poe, Dickens, Doyle, Christie, and the modern masters. The social aspect and romantic narrative mode of detective fiction is critically studied. The readings are supplemented with films.

Course Content Objectives – ENG\* 212

The student will:

- Read a survey of crime and detective fiction through a historical study of the genre.
- Understand and demonstrate appreciation of the development of this sub-genre as a product of the romantic mode of literature and the democratic political myth.
- Identify crime and detective literary conventions.
- Demonstrate understanding and ability to apply various forms of literary criticism (traditional, social, psychological, feminist, post-modernist and archetypal) to crime and detective literature.
- Be able to articulate an independent critical analysis of the literary work orally, and to take part in a meaningful discussion of literary analysis.
- Write a precise of a novel or short story.
- Identify and present orally and in writing the chief characteristics of an author's style, including analysis of diction, images, tone, dialogue and use of allusions.
- Write a critical study(ies) which combines their studies of the crime and detective literary conventions and the social implications of this sub-genre to create analyses of its creative impact in modern literature.
- Be able to identify and develop arguments developed based upon the literary work and the author's own words.
- Develop critical value judgments generated by the effect of this literature on American society.

ENG\* 214 - Drama

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG 214	Drama	3	

Prerequisite: ENG\* 101. Recommended: ENG\* 102

Catalog Description

The study of drama as literature from the Greeks to the works of contemporary playwrights. Students will learn how to apply various forms of traditional and modern literary criticism while examining form, style, and dramatic conventions with reference to historical and cultural contexts. Classroom activities and assignments will emphasize the writing of critical analyses using clear textual and contextual citations.

2-1-99

Course Content Objectives – ENG\* 214

The student will:

- read a survey of the dramas with attention to male and female playwrights who represent a variety of cultures and ethnicities in a historical context (including film and television productions).
- attend at least one live production of a play.
- analyze the form, type, style, mode, and conventions of this genre.
- demonstrate the ability to analyze how a play reflects the culture and times.
- develop an appreciation of one's self as an audience member.
- demonstrate understanding and ability to apply various forms of literary criticism (traditional, social, psychological, feminist, post-modernist and archetypal) to dramatic productions.
- be able to articulate an independent critical analysis of the plays orally, and to take part in a meaningful discussion of literary analysis of the play.
- write a precise of the play.
- identify and present orally and in writing the chief characteristics of a playwrights style, including analysis character, action, script, stage directions, etc.

- write a critical study(ies) which uses existing critiques of the drama with the student's own literary and dramatic critique.
- be able to identify and develop arguments developed based upon the play and the author's own words.

#### ENG\* 223 - Contemporary American Literature

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG 202	Contemporary American Literature	3	

Prerequisite: ENG\* 101. Recommended: ENG\* 102.

#### Catalog Description

A survey of American writers from 1945-1990's. Authors likely to be included are Eudora Welty, Saul Bellow, Jack Kerouac, John Updike, Toni Morrison, John Barth, Joyce Carol Oates, Ralph Ellison, and John Barth. Special emphasis will be placed on narrative modes such as primitivism, realism, naturalism, expressionism, surrealism, and modernism.

#### Course Content Objectives – ENG\* 223

The student will:

Read a survey of American literature from 1945-1990's

- Understand and demonstrate appreciation of the development of the narrative modes (primitivism, realism, naturalism, expressionism, modernism, and surrealism)
- Demonstrate understanding and ability to apply various forms of literary criticism (traditional, social, psychological, feminist, post-modernist and archetypal) to contemporary American literature
- Be able to articulate an independent critical analysis of the literary work orally, and to take part in a meaningful discussion of literary analysis
- Write a precise of a novel or short story
- Identify and present orally and in writing the chief characteristics of an author's style, including analysis of diction, images, tone, dialogue and use of allusions
- Write a critical study(ies) of contemporary American literature which incorporates literary criticism, historical perspectives, and the students' own intellectual experience
- Be able to identify and develop arguments developed based upon the literary work and the author's own words.
- Develop critical value judgments generated by the effect of this literature on American society.

#### ENG\* 262 - Women in Literature

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG 231	Women in Literature	3	

Prerequisite: ENG\* 101. Recommended: ENG\* 102

#### Catalog Description

This course examines the aims and achievements of selected contemporary women authors in the various genres: short story authors such as Doris Lessing, Joyce Carol Oates, and Alice Walker; poetry from Sylvia Plath, Gwendolyn Brooks, and Janice Mirikitani; drama, Catherine Hayes. The essay will be studied from women's publications. It will also use the perspective gained from contemporary feminist literary criticism to examine the extent and effect of gender stereotyping in literature.

#### Course Content Objectives – ENG\* 262

The student will:

- Read a comprehensive overview of the role of women in literature (as author and subject) within the literary genres, with attention to authors who represent a variety of cultures and ethnicities.
- Demonstrate the ability to analyze periods, works, and authors enhance their comprehension of the genres expand their intellectual experiences.
- Demonstrate understanding and ability to apply appropriate forms of literary criticism (traditional, social, psychological, feminist, post-modernist and archetypal) to the literature of women.
- Be able to articulate an independent critical analysis of the literary works orally, and to take part in a meaningful discussion of literary analysis of the works.
- Identify and present orally and in writing the chief characteristics of an author's style, including analysis of diction, images, tone, dialogue and use of allusions.
- Write a critical study(ies) of women in literature which incorporates literary criticism, historical perspectives, and the students' own intellectual experience.
- Be able to identify and develop arguments developed based upon the literary work and the author's own words.
- Appreciate the impact of gender on literature and demonstrate the ability to use concepts of gender as an analytic perspective.

#### ENG\* 281 - Creative Writing

Dept. & Course No.	Course Name	No. of Credits	Date of Approval
ENG 280	Creative Writing	3	11/80

Prerequisite: ENG\* 101. Recommended: ENG\* 102.

#### Catalog Description

An introduction to the techniques of writing poetry, short fiction, and drama. Students will develop their personal styles while using writing for self-expression. Each student will create one complete work of short fiction by the end of the course.

#### Course Content Objectives – ENG\* 281

The student will:

- Utilize written language for artistic effect in generating their own literary persona in poetry and short fiction.
- Demonstrate an ability to write with an awareness of the likely reading audience at an advanced level.
- Demonstrate an understanding of creative language
- Demonstrate an understanding of structuring creative works
- Demonstrate an awareness of language, plot, characterization, theme and atmosphere in the creation of creative writing
- Demonstrate an understanding of the conventions of each genre so that the student can implement them in creating effective writing in the genre of choice.
- Write with an appropriate level of structure and coherence in response to the assignment at an advanced level.
- Use format appropriate to the assignment, including spelling, capitalization, bibliographic forms, and other elements of typography at an advanced level of proficiency.
- Demonstrate an advanced ability to develop their own voices in writing thus developing personalized styles.
- Demonstrate an advanced level of proficiency so that writing is an expressive and self-reflective tool
- Skillfully use punctuation to establish and clarify meaning

- Skillfully use sentence structure to establish and clarify meaning (including appropriate use of the conventions of grammar and syntax as well as using sentence patterns to establish relationships among ideas)
- Develop an advanced level of editing skills to analyze one's own and other's writing